

small room rent could be charged each student, that would probably afford sufficient income to repay the annual installments on the loan for the dormitory. The balance of the cost of the dormitory, and in some instances all the cost of the dormitory, could probably be raised easily by private subscription in the community and county, if the raising of it should be made a condition precedent to the permanent location of such a county high school.

It is my hope to be able to secure the development of a number of these county high schools in the most favorable counties, equipped with dormitories and teachers' homes, and demonstrate the practicability, the success and the value of them. Having done this, it will be easy to secure their establishment and development in other counties. The increased State appropriation which I have recommended and hope to secure this year should, in my opinion, be used for the development of these central county high schools, so that we can gradually develop in every county of the State at least one first-class county high school with dormitory and teachers' home. Then the other high schools in different sections of the county should be correlated with this central school, and the course of study in these should be limited probably to not more than two years of high-school work, requiring all students desiring to pursue the last two years of the four-years course to attend the central county high school, which will be fully equipped in all respects for thorough high-school work.

These central county high schools, as they grow and develop, should become also the *nuclei* for successful industrial and agricultural training. Parallel courses of study for the last two years might be arranged, one course offering thorough preparation for college to the small number of students desiring such preparation, and the other offering practical industrial and agricultural training for the large number whose education will end with the high school. The dormitory would afford a splendid equipment for practice work for the girls in cooking, domestic science, household economics, etc.; while the boys, during the last two years, could have training in agricultural subjects that will fit them for more intelligent and profitable farming. The practical side of this work could be supplied by acquiring by purchase or lease a small farm in connection with the high school. The development of this sort of a central county high school in each county will be in accord with the plan for the establishment and maintenance of county farm-life high schools, recommended and explained elsewhere in this Report, and they will form the *nuclei* for such schools in every county.

All this development must, of course, be a gradual and perhaps a somewhat slow growth. It is best that it should be. We must be content with the day of small things. We cannot far outrun the desire, demand and ability of the people. Our schools must have their roots in the life and needs of the people and grow out of these. They must not be lifted at once so high above, these that their roots cannot touch them and that the people will be unable to reach up to them. They must connect with the life and conditions as they now are, and grow upward slowly, changing these gradually and lifting them upward with them as they grow.

Industrial and Agricultural Education.—"Every complete educational system must make provision also for that training in the school which will give fitness for the more skillful performance of the multitudinous tasks of the practical work of the world, the pursuit of which is the inevitable lot of the many, for